



Redesign Plan

Martin G. Atkins Elementary School

Bridgeport-Spaulding Community School District

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Atkins Elementary houses about 400 students in grades 2-5. Located in Bridgeport, a small community near Saginaw, Atkins has experienced declining enrollment over the past several years. Due to the closure of neighboring Buena Vista School District, our enrollment surged this year. Our school is culturally diverse, with equal numbers of hispanic, African- American, and caucasian students. Our staff is not as diverse; most teachers are caucasian, with a few African-Americans. As the economic climate in our area continues to be a challenge, many families are leavig the area. Our poverty level continues to climb, and the students we serve are needier than ever.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision Statement

Vision, Mission and Beliefs

Create a welcoming atmosphere that builds self-esteem and respect for and self and others Create an environment that promotes a love of learning

Establish a foundation for young learners

Get students off to a good start

Mission Statement

Create a positive learning environment

Beliefs Statement

The entire staff at Martin G. Atkins is united in building a learning community in which we can share a sense of responsibility leading by example, creativity, enthusiasm and loyalty to the young population we serve and the families they represent.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Professional development in reading/writing

Successful year with Behavior Support Team/Refocus room

Alignment of new common core

Read Mentor program through the Saginaw County READ association

Field trips - Bridgeport Historical school house, State Capital, Bay City State Park, Hartley Daily Interventions provided

After school 4 F club

Club Bearcat & Camp Invention summer programs

Young Authors & Spelling Bee participants

Successful Parent Engagement activities

LOOKING AHEAD

(visions and expectations)

Continue professional development in reading/writing/math

Expanding interventions

New staff

Decrease truancy

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

NA

Priority School Assurances

Introduction

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

Priority School Assurances

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes		Teacher Evaluation Rubric

Label	Assurance	Response	Comment	Attachment
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes		School ADvance Principal RUBric

Operational Flexibility Assurance

Introduction

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes		

Label	Assurance	Response	Comment	Attachment
	<p>Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:</p> <p>Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ____ School.</p> <p>(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> <p>(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p>	Yes		Atkins Priority Addendum

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	Yes		Atkins MOU

Redesign Plan

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Label	Assurance	Response	Comment	Attachment
	Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.	Yes		Atkins Redesign Signature Page

Transformation Redesign Diagnostic

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

DURAN, SUSAN- PRINCIPAL	durans@bscs.k12.mi.us
SELBY, CAROL- DIRECTOR	selbyc@bscs.k12.mi.us
SILVEY, REGINA- DIRECTOR	silveyr@bscs.k12.mi.us
ROSE, TERESA- TEACHER	roset@bscs.k12.mi.us
JOHNSON, DEVI- TEACHER	johnsond@bscs.k12.mi.us
SCHLOSSER, VERONICA- TEACHER	schlosserv@bscs.k12.mi.us
CAIN, RACHAEL- TEACHER	cainr@bscs.k12.mi.us

PART B: TEACHING AND LEARNING PRIORITIES

State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.

Atkins Elementary School

Big Ideas Draft

October 6, 2014

Through the examination of multiple student proficiency data utilizing Collaborative Learning Cycle dialogs, the Atkins Elementary Priority School Team determined that rapid turnaround of our learning program will occur with sustained and focused actions supporting three "big ideas". Each big idea's value will be measured through ongoing examination of multiple student achievement and proficiency indicators.

Big Idea One

Through collaboration it was decided we will improve all students' academic performance within each and every developmental and content area through systematic improvement of teachers' knowledge and skills. This big idea was created through application of the Collaborative Learning Cycle and within the context of MEAP Five-Year Trend proficiency data. MEAP data from school years 2010-2011 through 2013-2014 was thoughtfully reviewed through team dialogs on Writing, Social Studies, Science, Mathematics and Reading performance. Development of causal theories through consensus decision-making processes supported our assertion that there is a lack of a thorough understanding and knowledge of subject matter (e.g. mathematics, reading, writing, science, social studies) by the Atkins teaching staff. This big idea will inform future years of embedded staff development and assumes teachers must possess and be able to demonstrate appropriate levels of content knowledge as well as the underlying theory behind why the school's curricula exists, before rigorous and focused instruction leading to improved student learning will take place.

Big Idea Two

As a result of collaborative data analysis it was decided we will improve all students' academic performance through a newly-envisioned and data-driven instructional program characterized by sustained use of rigorous and focused teaching methods by highly qualified and appropriately supported teachers. This big idea was envisioned through application of the Collaborative Learning Cycle within the context of MEAP Five-Year Trend proficiency data. At best, this trend data reflected no proficiency gains over multiple years of testing. It was determined that beyond development of knowledge and skills within our instructional staff, Atkins teachers must possess and apply appropriate effective strategies to the right groups of children during the right time of each student's learning journey. Agreed upon was applying best practices, understanding one's impact and making adjustments through sustained, collaborative, and data analysis processes will be key to improving student proficiency.

Big Idea Three

Also it was determined that we will improve all students' academic performance through the design and sustained implementation of a school-wide focus on Atkins' climate and culture for learning. Thorough review of process, demographic and perception data it was determined that wall-to-wall agreement among all Atkins stakeholders on acceptable student behavior, attendance expectations, levels of expectations for students' learning and the degree(s) to which parents are engaged in their children's learning has not existed in the recent SY 2014-2015

past. Consequently, Atkins' present climate and culture, if sustained, would not align with efforts to enhance teachers' knowledge, skills, methods and resources to improve all students' academic performance associated with Big Ideas One and Two. Accordingly, it was decided that we will improve our climate and culture through systematically designed and sustained implementation of newly proposed, school-wide enhanced practices.

State what data were used to identify these ideas

Supporting Big Ideas

Upon being identified as a 2014-2015 Priority school, Atkins Elementary formed a team of building and district level educators wishing to intensify the energy necessary to create and implement an impactful turnaround plan. A necessary first step was to develop, among all team members, the capacity to understand data from a causation and action perspective. The Collaborative Learning Cycle using data dialogs was selected as the means through which practical understanding of data would be enhanced. The Collaborative Learning Cycle was then used to analyze MEAP Five-Year Trend proficiency data as well as Atkins-specific multi-year demographic, process and perception data, some of which originally populated the school's annual School Improvement Plan. Because Atkins proficiency levels, across all content areas and throughout each and every tested grade is extremely low, analysis of annual and trend MEAP strand level data was not conducted prior to envisioning our plan's three big ideas. Additionally, parental engagement participation rates were tracked per event and were used to determine the rates are too low to align with redesign efforts.

Through focus on Atkins' 2013-2014 fourth percentile Top-To-Bottom (TTB) ranking, the previous three year's average TTB of 21%, 15%, 11%, to 4%, and Atkins Elementary third through fifth grade MEAP "percent proficient" scores it was concluded all measures have been and remain low. As an example and in support of Big Ideas One and Two are the average 2013-2014 MEAP percent proficient scores for all students (Level 1 and Level 2) including: Reading: 45%, Writing: 28%, Social Studies: 9%, Science: 3%, and Mathematics: 20%. Additionally, an example of decreasing proficiency is shown by the declining previous three year Writing score averages of 38%, 26%, to 28%.

Also as example and in support of Big Idea Three, during the 2013-2014 school year a total of 257 Atkins students were suspended from class for one or more days. As a result of repeated offenses, a total of 595.5 out of class suspensions were experienced by Atkins' students. During this time period, Atkins Elementary logged a total of 1,266 student referrals with the most common offense found to be disruptive behavior. Regarding attendance, 267 or 59% of Atkins students had 10 or more absences. Of these, 14% were absent 20-30 days, 7% were absent 31-40 days, 2% were absent 41-50 days, and 1% were absent over 50 days. Additionally, for parental engagement during the 2013-2014 school year eight opportunities were held with the highest participation represented by 144 families or 36% and the lowest involvement was 16 families or 4%. The average family participation for all eight events was 83 families for a total of 21% overall.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Requirement #1: Replace the Principal and increase leadership capacity at the school.

Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. *Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.

Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.

Indicator 1A:

The previous principal, Mrs. Jennifer McDonald resigned in July, 2014 shortly after Atkins Elementary was identified as a Priority School and also the superintendent of Bridgeport Spaulding Community School District, Mrs. Gloria Rubis retired. The newly hired superintendent of Bridgeport Spaulding Community School District, Mr. Thomas Hill, hired another administrator to replace Mrs. McDonald. Mr. Hill made a recommendation to the Bridgeport Schools' Board of Education of this assignment and it was approved. Ms. Susan Duran was hired as Atkins Elementary Principal on August 10, 2014.

Ms. Duran had formally served as Herig Elementary Principal in Saginaw Public Schools for the past fifteen years. She promoted positive staff collaboration to change the culture and climate of the building by creating a student and family friendly atmosphere that respected the many ethnic backgrounds of the school's population. Ms. Duran was pertinent in utilizing performance data to improve student achievement through progress monitoring and implementing multi-tiered systems of support with students that needed interventions. Progress monitoring improved student achievement significantly by increasing Herig Elementary in Michigan's Top-to-Bottom ranking by 12 points. Ms. Duran fully utilized brain-based instructional practices and progress monitoring for early wins and obviously, reflected a major pay off.

Ms. Duran has the necessary leadership qualities to lead Atkins Elementary faculty and staff toward rapid school reform. During her past 20 years in education, she proudly served as an adjunct professor for Concordia University and Davenport University. She had previously taught in a local urban district, and then served in multiple leadership roles, at the district and building levels in Saginaw Public Schools. Ms. Duran committed her time and energy to facilitate district goals and implementation by accepting responsibility as a leader to ensure implementation with all district staff. District wide leadership roles included introducing, facilitating and providing support for professional learning communities with all administrators during administrative meetings. Instrumental topics she presented to administrators to increase academic achievement were introduced with administration in professional learning communities to implement with their own staff. Pertinent topics presented to administrative council were Response to Intervention (RTI), effective progress monitoring implementation, and introduced and facilitated Neurodiversity and Stress and Trauma. Ms. Duran also led Neurodiversity training provided to teachers as an option during district-wide professional development days. Currently, Ms. Duran is a doctoral candidate in Educational Leadership through Concordia University.

Ms. Duran is fearless in breaking organizational norms built within a staff and their systems. She has an innate ability to focus on the mental and emotional states of staff and building a rapport with them that will entice application to their own students. Ms. Duran assists staff by helping them to develop an awareness of their teachers' personal meaning systems, which is fundamental to adult learning. This awareness improves their practices and learning to become more skilled and proficient in teaching. A personal meaning system, such as "I have a plan if students don't learn" is fundamental for teacher's expectations of students and is instrumental for building a positive rapport with students. With Ms. Duran's sense of humor and sensitivity towards issues that can consume teachers and hinder growth, teachers learned and recognized the importance of possessing high expectations of all students. Teaching these complex modes of gaining new perspectives and control over their teaching affected student learning and improved the culture and climate of Herig Elementary.

Ms. Duran was instrumental in supporting and implementing building wide initiatives and leadership roles. She worked collaboratively with
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staff to conduct weekly professional learning communities to discuss individual student data, including AIMS web results, classroom performance data and standardized tests to initiate appropriate interventions. She encouraged and monitored staff to review every six to eight weeks to determine the effectiveness of the intervention methods, and assisted staff with instructional strategies that needed to be adjusted accordingly. These actions resulted in an improvement of academic achievement and increased positive behaviors in the classroom and building-wide. Ms. Duran used regular classroom walk-through protocols to monitor classroom climate and the implementation of instructional programs, and utilized the Charlotte Danielson's Framework of Teaching to build capacity within staff. She has a reputation for working collaboratively with staff, the employees' unions, parents and the community, to coalesce around common themes and big ideas, which resulted in actively and assertively increasing student enrollment through positive relationships with parents and students. Ms. Duran assisted staff in setting instructional outcomes, monitoring the design of student assessments aligned with state standards, communicated effectively with students, staff and parents and using data to make data-driven instructional decisions. Ms. Duran will continue to develop in staff, students and parents a vision of a shared community commitment to execute and evaluate a plan, define and direct all stakeholders through collective inquiry. She will ignite creativity in staff for positive learning environments! Increased feedback and communication will be a pertinent mission for Ms. Duran to ensure implementation of the Priority Plan and increased proficiency on state assessments. As a strong student advocate and a fearless leader Ms. Duran will provide effective leadership to improve Atkins Elementary for all students.

Indicator 1B:

The Superintendent of Bridgeport Spaulding Community School District will utilize the School Advance Principal Summary Evaluation Tool that is uploaded into STAGES to determine areas for improvement and provide the indicated professional development opportunities based on the Atkins Transformational Plan.

Ms. Duran will attend and facilitate district-wide and building-wide professional learning communities, conduct the same training as teachers for PBIS, Focused Instructional Model (FIM) and CHAMPS. She will facilitate the necessary implementation to transform the school culture to support effective teaching and learning, including multi-tiered systems of support, as indicated in our Big Idea number two: Instructional Support. Implementing quality Tier I instruction and positive behavior and intervention supports will ensure the fidelity of our Big Idea number three: Improve Culture and Climate. Ms. Duran will also attend the same professional development opportunities as teachers for Nextpert, social studies and science initiatives, CCSS workshops and possibly the READ 180 program, so that she can accurately assess teacher effectiveness in each area, as it relates to our Big Idea number one: Improve a Teacher's Knowledge and Skills. Ms. Duran will receive release time of school business to attend professional learning opportunities on topics related to the Transformational Plan initiatives to build her leadership capacity and enhance her ability to make a rapid and effective turnaround in student achievement. Ms. Duran has the support and approval of Central Office, including the Superintendent, Title I Grants Director, Coordinator of Professional Learning and Data, Director of Finance, Special Education Director and other building administrators. She attends weekly administrative meetings to address district and building level concerns, and report on the progress of the Atkins Transformational Plan.

Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.

Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.

Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of leaders' evaluations must be based on student growth). Attach the teacher evaluation and administrator evaluation.

Indicator 2A:

Currently in 2014, the Bridgeport Spaulding Community School District uses an already established teacher evaluation tool, based upon the Charlotte Danielson's Framework of Teaching. The teacher evaluation rubrics and district guidelines were designed collaboratively by administration and teachers, and implemented for formal observations and evaluations. Newly hired district personnel trained in August, 2014 with Dawn Zimmer, President, K-12 Evaluation Solutions & Zimco, Inc. to update and modify the teacher evaluation rubrics in STAGES. To comply with the most recent legislative changes, adding a rubric that details the expectations of the student growth factor for Domain Five: Monitoring, Student Growth and Achievement was necessary. Modifications also included uploading evaluation rubrics recommended by Ms. Zimmer that effectively evaluated job descriptions that were currently not related to teacher expectations, but evaluated by a teacher evaluation rubric, such as Counselor, Social Worker, Special Education Director, Special Education teachers and Instructional Coaches. Presently, administrators are evaluated by the School Advance Principal Summary Rubric also uploaded into STAGES. Administrators use the Observational Tools and Templates to conduct walk-throughs and Formal Observations. Consistent communication, collaboration with and recommendations between district personnel and Dawn Zimmer ensures implementation and validity of the evaluation tool. Using the evaluation plan will continue to provide support to administrators, ancillary staff and teachers in the implementation of a comprehensive system of evaluation with a focus on professional learning and instructional effectiveness for the purpose of improving student achievement. Our evaluation plan aligns teacher professional learning with the teacher evaluation system and school improvement goals to improve teacher effectiveness.

Multiple sources of data will be used to determine student growth, including summative and formative assessments, pretest and post test data, NWEA, Kindergarten Screening fall and spring Assessment, NWEA Universal Screenings in Reading, Science and Math, DRA, M-STEP, M-STEP Access and MI-Access. Twenty-five percent of teachers' evaluations will be based on student growth by 2014-2015.

Indicator 2B:

Due to legislative changes in 2014, District personnel modified the student growth factor requirement from 40% and assigned the student growth factor to 25%. Multiple sources of data will be used to determine student growth, including summative and formative assessments, pretest and posttest data, NWEA, ESI-P Early Screening Inventory, NWEA Universal Screenings in Reading, Science and Math, Kindergarten Screening fall and spring Assessment, DRA, M-STEP, M-STEP Access and MI-Access. Twenty-five percent (25%) of teachers' evaluations will be based on student growth by 2014-2015. By 2015-2016, fifty percent (50%) of teacher's evaluations will be based on student growth.

The administrator evaluation rubrics, titled "School ADvance Principal Summary (2014-2015)" located in STAGES and district guidelines were designed collaboratively by district and building administration and, implemented for formal observations and evaluations. Twenty-five percent (25%) of administrator evaluations will be based on student growth by 2014-2015. By 2015-2016, fifty percent (50%) of administrator evaluations will be based on student growth. The district is committed and willing to update the student growth factor percentage for teachers and administrators to stay current with legislation requirements.

*Please see the attached STAGES Evaluations Rubrics in the Assurances.

Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.

Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).

Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.

Indicator 3A:

Atkins Elementary will use student assessment data determined by the teacher, building administrator and approved by district personnel for assessing the student growth factor. Student assessment data should be identified and stated as a goal in the teacher evaluation tool (STAGES) regarding Domain 5: Monitoring, Student Growth and Achievement. Administration will be able to identify teachers and building leaders who increase student achievement and implement the instructional program with fidelity. The building principal is responsible for monitoring the implementation of the instructional program using daily walk through protocols and recording progress weekly on the STAGES walk through template. Indicators of program implementation are: sign in sheets, lesson plan implementation, formative and summative assessment data, walk -throughs by administration in the classroom, trend data based on the teacher evaluation tool, formal classroom observations and student products.

Rewards to a teacher are contingent upon a total of 80% of the total number of students serviced by the teacher must have demonstrated growth on all three selected and approved assessments by administration, demonstrate program implementation and have shown competence in the implementation of the Atkins Transformational Redesign Plan.

-Teachers and school leaders must show an indication of student growth and achievement using three or more measurements, including, but not limited to M-STEP Reading, M-STEP Math and M-STEP Writing assessments, DRA, NWEA, MME, formative and summative assessments, pretest and post-test data, Focused Instructional Model (FIM) data and Compass Learning.

-To demonstrate program implementation, teachers are expected to attend and actively participate in all required professional development and professional learning communities both building-wide and district-wide. In the event a teacher may miss either, efforts will be made by the teacher and appropriate administration to update the teacher on the information missed. Teachers must demonstrate proficiency in their classrooms by utilizing the strategies provided by Institute of Excellence in Education (IEE), district personnel for professional development days and professional learning communities, Saginaw ISD, Great Lakes Bay Instructional Services, and/or other out-of-district professional learning opportunities. They must adhere to the district pacing guides, aligned with Michigan Standards, time lines and master schedules adopted at Atkins Elementary given the needs and abilities of each individual class.

All personnel who are deemed to demonstrate increased student achievement under the stipulations listed above, and have shown competence in the implementation of the Atkins Transformation Redesign Plan will be positively and publicly recognized such as at a Board of Education meeting, staff recognition boards for parents and stakeholders to review within the building, such as Evidence of Education with Teacher(s), honorary themed parties for staff and a Pass Around Award (trophy) for teaching and learning excellence and recognition dinner for staff.

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All personnel who are deemed "highly effective" and demonstrate a total of 80% of students serviced by the teacher as achieving increased student growth on all three selected and approved assessments by administration and identified in a teacher's goal for Domain 5:

Monitoring, Student Growth and Achievement, under the stipulations listed above, implemented instructional programs with fidelity and have shown competence in the implementation of the Atkins Transformational Plan may also be eligible for one of the following optional rewards as determined by administration and/or designated district personnel per the following school year:

1. Teachers identified in the above stipulations may be given an opportunity to attend a state educational conference in Michigan of their choice, if approved in federal funding.
2. Teachers identified in the above stipulations may receive additional dollars (not to exceed \$400) or a gift certificate to purchase classroom supplies/resources.
3. Teachers identified in the above stipulations may be granted released time for a one-day professional development opportunity in district and/or out of district with a substitute provided, if approved in federal funding.
4. Teachers identified in the above stipulations may be granted one additional personal day not to exceed one day per the following school year.
5. Teachers identified in the above stipulations may receive approval for the district to purchase him/her a one-year subscription to an educational organization, such as Michigan Council of Teachers of English (MCTE).
6. Teachers identified in the above stipulations may receive additional dollars (not to exceed \$400) to purchase original downloadable educational materials, hard goods and used educational resources from an online marketplace, such as TeachersPayTeachers®.
(www.teacherspayteachers.com)
7. Teachers identified in the above stipulations may opt to receive a one-time lump-sum payment not to exceed \$400 per union teacher.

All personnel who are deemed "effective" and demonstrate a total of 80% of students serviced by the teacher as achieving increased student growth on all three selected and approved assessments by administration and identified in a teacher's goal for Domain 5: Monitoring, Student Growth and Achievement, under the stipulations listed above, implemented instructional programs with fidelity and have shown competence in the implementation of the Atkins Transformational Plan may also be eligible for one of the following optional rewards as determined by administration and/or designated district personnel per the following school year:

1. Teachers identified in the above stipulations may be granted released time of one half-day during the following school year to work in their classrooms while a "guest certified teacher or administrator" provides administrative coverage.
2. Teachers identified in the above stipulations may receive additional dollars (not to exceed \$200) or a gift certificate to purchase classroom supplies/resources.
3. Teachers identified in the above stipulations may be granted released time for a one-day professional development opportunity in district and/or out of district with a substitute provided, if approved in federal funding.

The above rewards will be awarded annually after the May assessments are complete and data is available for review.

Indicator 3B:

The building principal is responsible for the completion of all evaluation processes and monitoring the goals of all staff within the school.

Personnel found to be "minimally effective" or "ineffective," based on the evaluation tool, with less than 64% of students showing an increase in achievement, and/or not implementing the instructional program or adhering to the Atkins Transformational Redesign Plan, based on the criteria described in 3A, will be placed on a revised Individual Development Plan with a plan of assistance. They will be given the following supports; additional opportunities for professional development in deficit areas, a peer mentor, as well as receive intensive support from academic coordinators and building administrator. Progress will be monitored regularly with walk through protocols and examination of student achievement data to provide immediate feedback, guidance and redirection.

Educators will be offered multiple opportunities to improve their knowledge and skills through the Individual Development Planning Process, district-wide professional development, additional coaching or instructional support and professional learning communities over a period of one evaluation. Upon the next evaluation, if the educator remains minimally effective or ineffective, then the Michigan legislative requirements and district procedures to remove staff will be followed.

Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.

#4 Professional Development

The Atkins Priority Team explored existing and available high quality researched based professional development. Professional learning will be offered through job embedded opportunities to enhance effective teaching and learning. A well-constructed professional learning plan was created for implementation specifically targeted to our "Big Ideas" and instructional programs identified during the Collaborative Learning Cycle.

Professional Learning Communities (PLC's) will be scheduled for increased teacher's knowledge and skills, instructional support and implementing a positive culture and climate. PLC's will include analyzing data, examining student work and planning for effective instructional practices. Through data analysis of progress monitoring and formative and summative assessments, academic lessons will be designed, implemented and reflected upon. PLC's will meet weekly for 90 minutes at the principal's discretion.

In addition to weekly Atkin's PLC's, monthly district-wide PLC will also be scheduled to reinforce and share skills gained during building-wide PLC's. Monitoring the impact of instructional practices on teaching and learning will take place through formal observations and classroom walk-throughs using the Teacher Evaluation Tool of STAGES, PLC's, data dialogues and collegial dialogue to determine the fidelity of implementation. The Principal, Professional Learning Coordinator, Academic Coordinators and the Title I teachers will support teachers

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through embedded professional learning in improving their instructional practices. Professional learning is expected to be implemented in day-to-day classroom instruction with fidelity. An increase in student engagement and student learning will be evidence of embedded professional learning. Teachers from the current year will create class lists for the following school year with the goal of keeping designated students separated or distributing special education students more evenly in classes. The purpose of creating teacher-generated class lists will be to make classes more equitable.

Professional learning will be ongoing throughout the next three years with opportunities provided during required district-wide days. Professional learning will also be structured after school, during common planning time and workshops offered in the summer. Educators will be compensated for all professional learning outside of the regular scheduled school day.

The professional learning plan for the next three years includes the following, but not limited to, with more to be determined as data shows a need:

Planning Year - Professional Learning Communities (PLC's), Positive Behavior Interventions and Supports (PBIS), Conversation Help Activity Movement Participation Success - CHAMPs (Sprick, 2009), one grade level will be trained in the Instructional Learning Cycle (ILC), Reader's Workshop, Cultures of Thinking (Richart, 2011), cooperative learning, and Focused Instructional Model (Institute for Excellence in Education, n.d.).

Implementation Year One - Continued training and implementation of PLC's, PBIS, CHAMPs, ILC, Reader's Workshop, Cultures of Thinking, cooperative learning and Focused Instructional Model (FIM). Provide professional learning in Collaborative Learning Cycles (CLC) to allow for data dialogues, Multi-Tiered Systems of Support (MTSS) and Writer's Workshop.

Implementation Year Two - Provide training for any new staff. Continued implementation of PLC's, PBIS, CHAMPs, ILC, Reader's Workshop, Cultures of Thinking, cooperative learning, FIM, Collaborative Learning Cycles (CLC) to allow for data dialogues, MTSS and Writer's Workshop. Provide training for EngageNY math curriculum during PLC's.

Implementation Year Three - Provide training for any new staff. Continued implementation of PLC's, PBIS, CHAMPs, ILC, Reader's Workshop, Cultures of Thinking, cooperative learning, FIM, Collaborative Learning Cycles (CLC) to allow for data dialogues, MTSS, Writer's Workshop, and EngageNY. Provide training in science and social studies instruction.

References

Hord, S. M. (1997). Professional learning communities of continuous inquiry and improvement. Austin, TX: Southwest Educational Development Laboratory.

Institute for Excellence in Education. (n.d.). The focused instructional model. Retrieved from <http://excellenceined.org/the-focused-instructional-model/>

Richtart, R., Church, & Morrison, K. (2011, March 3). Making thinking visible. San Francisco, CA: Jossey-Bass.

Sprick, R. (2009). CHAMPs: A proactive & positive approach to classroom management (2nd ed.). Eugene, OR: Pacific Northwest Publishing.

Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.

Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.

Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.

Indicator 5A:

The Bridgeport Spaulding Community School District will use specific recruitment strategies that are centered on student needs as identified by data and teacher effectiveness to directly support student achievement. When teacher vacancies exist, recruitment of candidates will be based on student needs, identified by stakeholder surveys, and student demographic and performance data. Applicants considered for teaching positions at Atkins Elementary will possess experience with:

- Tier I: Knowledge of researched-based instructional strategies
- Tier II: Knowledge of reading and/or math interventions
- Understanding a framework for children living in poverty
- Ability to collaborate in inclusive classrooms with Special Education students
- Willingness and commitment to implement a transformation plan with fidelity and consistency
- Participation in professional responsibilities, such as professional development and professional learning communities
- Integrates technology in classroom instruction
- Participation in data analysis to make data driven instructional decisions
- Conducts formative and summative assessments
- Desire to improve parent and student engagement

Recruits must also demonstrate proficiency and knowledge of effective strategies and best practices and instrumental professional pedagogy including:

Classroom Instruction that Works, Multi-Tiered Systems of Support (MTSS), Differentiated Instruction, Inquiry-based Learning, Essential Questions, Charlotte Danielson's Framework for Teaching, Understanding by Design (UbD) and Professional Learning Communities (PLC). Candidates must also have the desire and motivation to take on additional responsibilities such as, before and after school programs, consistent parental contact and engagement, attending sponsored school events and be willing and receptive to attend all required trainings or meetings.

All hiring recommendations will come from an Atkins Elementary interview team. Central Office in collaboration with the Atkins Elementary Principal and/or specific teachers will be actively involved in the interview process for all open positions. Hiring decisions will be based on student needs, credentials, skill level, experience and effective communication skills.

Recruitment of highly qualified and effective teachers consists of, but not limited to: postings on district web page, MASA website and the Saginaw ISD consortium. Collaboration with Saginaw Valley State University and Central Michigan University will be initiated to conduct "paid" job postings for education students graduating with high honors. Administration and the district will pursue participation in Career and Job Fairs, networking with Saginaw ISD technical assistance, and/or initiate personal contact with experienced and highly qualified educators with proven success.

Indicator 5B:

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The district will improve teacher retention at Atkins Elementary based on student needs by utilizing the following strategies:

1. An experienced mentor may be provided to all non-tenured teachers and may be provided, if deemed necessary to new teachers to the building.
2. Teachers with an effective or highly effective rating will be assured the stability of their current building placement.
3. Teachers will receive options of participating in workshops and conferences supporting required professional development initiatives outside of the regular school day.
4. Teachers will be provided with multiple opportunities to participate in professional development to improve their craftsmanship and efficacy.
5. A reward system will be utilized at Atkins Elementary as described in Requirement 3.

Atkins Elementary principal has the right of assignment based on student achievement and behavior data, classroom observations, teacher evaluations and parent perception data. The principal, with input from the Priority Team, will determine the best placements for current staff starting the fall of 2015.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.

Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.

Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program

Indicator 6A:

The Atkins Priority Team consists of Atkins Elementary staff, the Atkins Elementary principal, and district representatives. This team reviewed multiple sources of data and used the Collaborative Learning Cycle to identify and prioritize underlying causes of low student performance. The data used during this dialogue includes; MEAP scores disaggregated by subject, grade level, and subgroup, local assessments including NWEA, demographic, process, and perception data.

Through focus on Atkins' 2013-2014 fourth percentile Top-To-Bottom (TTB) ranking, the previous three years averages TTB of 21%, 15%, 11%, to 4%, and Atkins third through fifth grade MEAP "percent proficient" scores it was concluded all measures have been and remain low. As an example, in support of Big Ideas 1: Improvement of Teachers' Knowledge and Skills and Big Idea 2: Instructional Support, the average 2013-2014 MEAP percent proficient scores for all students (Level 1 and 2): Reading 45%, Writing 28%, Math 20%, Social Studies 9%, and Science 3%.

In support of Big Idea 3: Climate and Culture, during the 2013-2014 school year a total of 257 Atkins students were suspended for one or more days. As a result of repeated offenses, these 257 students received a total of 595.5 out of class suspensions. During this time period, Atkins Elementary logged a total of 1,266 student referrals. When looking at attendance, 267 or 59% of Atkins students had 10 or more absences. Of these, 14% were absent 20-30 days, 7% 31-40 days, 2% 41-50 days, and 1% were absent more than 50 days. For parental engagement during the 2013-2014 school year, there were eight events with an average family participation of 83 families for a total of 21%.

Causes of low student performance were identified as being deficient in:

- Effective use of teaching strategies
- Fidelity of implementation of programs
- Data analysis to make data-driven instructional decisions
- Alignment of a Common Core and Career and College readiness curriculum
- Embedded and ongoing professional development
- School-wide positive behavior system
- Parental engagement

- Student Attendance

The instructional programs chosen by the priority team have been carefully selected and will address student performance in all content areas when implemented at Atkins Elementary with fidelity and accountability. Atkins staff will participate in job embedded professional development that will ensure full implementation of all programs with research based methods and strategies.

The instructional programs were selected by the Atkins Priority Team through a comprehensive process which included analyzing multiple sources of data (as stated above), disaggregation of data into subgroups, and focus on indicators determined to be mission critical. As a collaborative learning team we concluded that teachers' knowledge, skills, and disposition, a lack of strong instructional methods and materials, as well as inconsistent tiers of supports for academics and behavior were key factors in determining our priority designation.

In response to our priority school designation, in our planning year Atkins will begin using Professional Learning Communities (PLC's), begin training with Positive Behavior Interventions and Supports (PBIS), and district representatives will begin developing pacing guides. During implementation year one we will continue to use PLC's to guide instruction, PBIS to address climate and culture, and we will start to use Multi-Tiered Systems of Support (MTSS) for reading core instruction. Continuing in year two the focus will be using MTSS for math and writing core instruction. In the final year of the plan we will concentrate on science and social studies core instruction.

Indicator 6B:

Multiple instructional programs and research based strategies were explored by the Priority Team. The following instructional strategies were prioritized with the use of student achievement data and tailored around the Big Ideas of the improvement of teacher's knowledge and skills, instructional support, and building a positive culture and climate. As we consistently review our plan for effectiveness, we will use data to make necessary adjustments to our instructional programs and strategies.

Planning Year One:

1. In 2014-2015 - Big Idea 1: Improvement of Teacher's Knowledge and Skills - In the second semester, staff will begin to build opportunities for authentic collaboration through the use of Professional Learning Communities. Teachers will begin to analyze student's formative and summative assessment data and behavioral data, plan and share best instructional practices, and determine levels of MTSS for all students. Teachers will create common documentation forms to demonstrate accountability.

2. In 2014-2015 - Big Idea 2: Instructional Support - District representatives will begin to develop reading pacing guides to ensure that all Common Core Career and College Readiness Standards are taught with horizontal and vertical alignment.

3. In 2014-2015 - Big Idea 3: Climate and Culture - In the second semester, Atkins elementary will begin to implement a school-wide behavior support system that will create a shift in school culture through the use of Positive Behavioral Interventions & Supports (PBIS). PBIS is a researched based skill-building approach that will strengthen the social skills of all students. It supports teachers in developing a set of universal expectations that provide a positive focus to encourage desirable student behaviors. PBIS Teams will be formed to aid in this implementation and to oversee the creation of common school-wide behavioral expectations.

Implementation Year Two:

All of the instructional programs initiated in the planning year will be embedded throughout implementation of year two.

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1. In 2015-2016 - Big Idea 1: Improvement of Teacher's Knowledge and Skills - To provide opportunities for authentic collaboration and discussion among colleagues, Atkins will continue the implementation of Professional Learning Communities (PLC's) in conjunction with the Instructional Learning Cycle. Weekly PLC's conducted for 90 minutes will provide time for teachers to analyze student's assessment data, plan and share best instructional practices, and determine support for MTSS. Documentation logs, agendas, and artifacts will be completed and compiled by grade level teams for each meeting and submitted to the principal for review.
2. In 2015-2016 - Big Idea 2: Instructional Support - MTSS will be utilized to implement Reader's Workshop embedded within a 90 minute reading block. Teachers will be focusing on Tier 1 instruction using, but not limited to the MAISA reading units (grades 2-5), Houghton Mifflin Basal series (grades 2-3), Concepts of Meaning (grades 4-5), Compass Learning (grades 2-5) and Cultures of Thinking (grades 2-5) to make student thinking visible to teach the five components of reading instruction and academic vocabulary. The Literacy Academic Coordinator will provide job embedded professional development and support for teachers in their Tier 1 instruction. Teachers will be supported in the effective use of whole group instruction, differentiated instruction and the use of assessments. Teachers will follow a district provided ELA pacing guide to ensure that all Common Core Career and College Readiness Standards will be taught with horizontal and vertical alignment.
3. In 2015-2016 - Big Idea 2: Instructional Support - Interventions will be embedded within the reading block. Students will be assessed three times a year with NWEA and placed in leveled tiers for reading instruction. Teachers will be responsible for teaching Tier 1 core instruction and providing Tier 2 interventions. In addition, Title I teachers will support Tier 2 in the classroom through the use of workstations and/or Leveled Literacy System in conjunction with Tier 3 interventions based on data analysis. Title I teachers will use, but not limited to the Leveled Literacy System and/or READ 180 to support Tier 3 students. Students will be consistently leveled into tiered groups using progress monitoring based on formative and summative assessments. Student leveled groups will be reviewed during weekly PLC's and instructional adjustments will be made. All students will maintain their own data journals to track academic progress. Based on data analysis, additional interventions and/or enrichment will be available through opportunities such as, but not limited to after-school tutoring, summer school and Super Saturdays.
4. In 2015-2016 - Big Idea 2: Instructional Support - District representatives will begin to develop math and writing pacing guides to ensure that all Common Core Career and College Readiness Standards are taught with horizontal and vertical alignment.
5. 2015-2016 - Big Idea 3: Culture and Climate - Staff will continue to build upon the previous year's work with the Positive Behavioral Intervention Support system. Behavior referrals, student achievement on assessments, and attendance data will be used to place students into Multi-Tiers of Behavioral Supports. Teachers will be supported in the behavior management of Tier 1 and Tier 2 students through the use of the CHAMPs a proactive and positive approach to classroom management. A Behavior Specialist will be used to enhance teachers' knowledge and skills to support classroom management in Tier 1 and Tier 2. The Behavior Specialist will also be expected to work closely with Tier 3 students. All students will use planners to support parent and teacher communication.

Implementation Year Three:

All of the instructional programs initiated in the previous years will be embedded throughout implementation of year three.

1. In 2016-2017 - Big Idea 2: Instructional Support - MTSS will be used to structure a 60 minute math block. Teachers will be focusing on Tier I instruction using but not limited to the Focused Instructional Model (FIM), Compass Learning (grades 2-5), EngageNY (New York State Education Department, n.d.) units, Cultures of Thinking and hands-on strategies to build number sense and academic vocabulary. The Math Academic Coordinator will provide job embedded professional development and support for teachers in Tier 1 instruction. Teachers will be supported in the effective use of whole group instruction, differentiated instruction and the use of assessments. All teachers will follow a district provided math pacing guide that will vertically and horizontally align the curriculum to the Common Core Career and College

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Readiness Standards.

New York State Education Department. (n.d.). EngageNY Mathematics. Albany, NY: EngageNY. Retrieved from www.engageny.org

2. In 2016 - 2017 - Big Idea 2: Instructional Support - Interventions will be embedded within the math block and will provide MTSS. Students will be assessed three times a year with NWEA and placed into leveled tiers of math instruction. Teachers will be responsible for teaching Tier 1 math instruction and providing Tier 2 interventions. In addition, Title I teachers will support Tier 2 in the classroom through the use of workstations until Tier 3 interventions become necessary based on data analysis. Title I teachers will use Targeted Math Intervention Program to support Tier 3 students. Students will be consistently leveled into tiered groups using progress monitoring based on formative and summative assessments. Student leveled groups will be reviewed during weekly PLC's and instructional adjustments will be made. All students will maintain their own data journals to track academic progress. Based on data analysis, additional interventions and/or enrichment will be available through opportunities such as, but not limited to after-school tutoring, summer school and Super Saturdays.

3. In 2016-2017 - Big Idea 2: Instructional Support - Writer's Workshop will be implemented using a 60 minute writing block and will follow the MAISA writing units to improve writing proficiency. All teachers will use effective strategies in 6+1 Traits of Writing including modeling, graphic organizers, brainstorming, guided writing, think alouds, peer editing, revising and individual conferencing to teach the writing process. The Literacy Academic Coordinator will provide job embedded professional development and support for teachers in their core instruction. Teachers will be supported in the effective use of whole group instruction, differentiated instruction and the use of assessments. All teachers will follow a district developed writing pacing guide that will vertically and horizontally align the curriculum to the Common Core Career and College Readiness Standards.

4. In 2016-2017 - Big Idea 2: Instructional Support - District representatives will begin to develop science and social studies pacing guides to ensure that all state standards are taught with horizontal and vertical alignment.

Implementation year Four:

All of the instructional programs initiated in the previous years will be embedded throughout implementation of year four.

1. In 2017-2018 - Big Idea 2: Instructional Support - Science and social studies will become the focus in the third year of our plan. Teachers will use, as previously developed, Cultures of Thinking, inquiry based learning and cooperative learning to teach scientific concepts. Teachers will also utilize strategies for teaching social studies, including the use of Thinking Routines, graphic organizers, role play and discussion formats. Teachers will follow the Michigan Citizenship Collaborative Curriculum social studies units, Next Generation Science Standards and CCSS Literacy in History/Social Studies, Science and Technical Subjects. Teachers will be supported in the effective use of whole group instruction, differentiated instruction and the use of assessments. All teachers will begin to follow district developed science and social studies pacing guides that will vertically and horizontally align the curriculum to the Common Core Career and College Readiness Standards.

Job-embedded training facilitated by Academic Coordinators and Title I teachers will be utilized to guide teachers, model strategies, facilitate professional development and program implementation. The building principal will oversee the evaluation and fidelity of instructional program implementation and the impact on student achievement. Formal observations and classroom walk-throughs using the Teacher Evaluation Tool of STAGES, PLC's, data dialogues and collegial dialogue will determine the fidelity of implementation.

Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.

Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c) identifies instructional program outcomes and a plan to assess for impact

Indicator 7A: USE OF STUDENT DATA

The Atkins Elementary staff will implement the use of on-going weekly Professional Learning Communities (PLC) to promote the continuous evaluation of multiple sources of data and providing the means for professional learning and training. Professional learning during PLC's will be driven by data collected by teaching staff, principal, district representatives, Academic Coordinators, and Title I Teachers. The Collaborative Learning Cycle (CLC) will be conducted through collaboration to determine whether the instructional practices are succeeding in raising the achievement and decreasing academic gaps. In addition, NWEA reports will be analyzed three times a year along with other sources of data to identify students for MTSS (Tier 2 and Tier 3) depending on the year of implementation in the areas of reading, writing, math, science and social studies instruction. A building-wide "data room" will be designated to use as a location during PLC's to ensure visibility of student assessment data for teachers to evaluate academic growth of students and effective teaching and learning. A data room will also assist teachers in assessing and evaluating the fidelity and effectiveness of all implemented instructional programs. Classroom data walls will be created and maintained regularly and on-going by teachers to ensure visibility of academic growth for students and/or parents. Based on data dialogues conducted within PLC's regarding assessment and behavioral data, posted student data in the classrooms, and utilizing a data room, our teachers will make subsequent data-driven instructional decisions to increase academic achievement.

PROFESSIONAL LEARNING COMMUNITIES (PLC's): For the purpose of improving student achievement and increasing all teachers' knowledge and skills, building-wide PLC's will be held a minimum of 90 minutes weekly to examine student work, analyze assessment data to adapt instruction, review discipline data to strategize application of positive behavior interventions and supports to embed Instructional Learning Cycle implementation. PLC's will also occur throughout the school day depending on thirty-minute common planning time per grade level. Decreasing the academic gaps of all students will be a purposeful and consistent goal evident in PLC implementation with staff. Data to analyze in PLC's will include, but not be limited to, MEAP scores disaggregated by subject, grade level, and subgroup, local assessments including NWEA, demographic, process and perception data.

Teachers will also focus on PLC's during the first year of the plan to improve skills and knowledge of Tier 1 reading and writing instruction. PLC's will be centered around the MAISA reading and writing units (grades 2-5), Houghton Mifflin Basal series (grades 2-3), Concepts of Meaning (grades 4-5), Reader's Workshop and Cultures of Thinking (grades 2-5) to construct visible student thinking and to teach the five components of reading instruction. Teachers will discuss and collaborate on conducting and providing Tier 2 interventions in reading and writing for struggling students with proficiency in the necessary skills for mastery of standards as the goal. Title I teachers will also focus on utilizing the Leveled Literacy System more effectively and efficiently to support Tier 3 students.

Teachers will focus on PLC's to improve their skills and knowledge of Tier I math instruction and writing instruction in the second year of our plan. PLC's will be centered on using the Focused Instructional Model (FIM), EngageNY units, Writer's Workshop, Cultures of Thinking (grades 2-5) to construct visible student thinking and hands-on strategies to build number sense and academic vocabulary. Teachers will discuss and collaborate on conducting and providing Tier 2 interventions in mathematics and/or writing for struggling students with proficiency in the necessary skills for mastery of standards. Title I teachers will also focus on utilizing Targeted Math Intervention Program more effectively and efficiently to support Tier 3 students.

Teachers will focus on PLC's to improve their skills and knowledge of Tier I science and social studies instruction in the third year of our plan. Teachers will learn to use, as previously developed, Cultures of Thinking (Harvard Project Zero), inquiry based learning and cooperative learning to teach scientific concepts more effectively and efficiently with students. Teachers will also collaborate to utilize strategies for

teaching social studies, including the use of Cultures of Thinking, graphic organizers, role play and discussion formats. Teachers will discuss and collaborate on conducting and providing Tier 2 interventions in each content area for struggling students with proficiency in the necessary skills for mastery of standards as the goal.

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS): Collaboration of all teachers in all 2-5 grade levels will be expected to effectively implement and provide positive behavior interventions and supports to constructively improve the culture and climate of classrooms and also throughout the building with Tier I and Tier 2 students. PBIS will be evaluated and adapted depending upon the discipline data of Skyward reports, such as but not limited to; grade distributions, attendance, referrals and suspensions. The Behavior Specialist will also focus on PLC's to utilize a PBIS classroom based model more effectively and efficiently to support teachers with Tier 3 students.

CLASSROOM DATA WALLS: Teachers will display pre- and post test data for students without visibility of names. Pre- and post test data will be collected and posted for each core unit in all core areas. Based on the pre-test data, teachers will differentiate instruction and determine tier levels of instruction for students. Formative assessments will be conducted and analyzed to adapt instruction until the summative assessment is given. Formative assessment data and grade distributions may be posted for students to conduct self-reflection and monitor academic growth and learning. Data to post on classroom data walls will include, but not be limited to, pre and post test scores, formative and summative assessments, grade distributions, missing assignments and behavioral expectations.

BUILDING-WIDE DATA ROOM: Teachers will maintain and sustain a visual display of student data in a designated location for staff only. The student data to be posted and discussed will be organized visually and generated from grade distribution reports as entered in the Skyward student database. These grade distribution reports will provide teachers a visual representation of all students to evaluate their assessment and behavioral data, assess interventions being provided, grading distribution and participation in extra-curricular activities. Based on the posted data, teachers can conduct PLC's centered around data dialogues to make data-driven instructional decisions, differentiate instruction and determine tier levels of instruction for students. Formative and summative assessment data will be analyzed for teachers to conduct self-reflection, sharing, and to monitor and communicate effective teaching and learning. Data to post in a data room per grade level will include, but not be limited to, NWEA, MEAP, formative, progress monitoring, and summative assessments, interventions and/or intervention programs for Tier 2 and Tier 3, grade distributions, participation in clubs and/or sports.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.

Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8A:

Beginning in the 2015-2016 school year, with its newly envisioned plan to maximize student learning, administration and/or the Priority Team of Atkins Elementary will redesign the current master schedule within the school day, with the collaboration and agreement of the BEA. One strategy is to use improved time management to tighten the focus on tiered instruction. Part of the plan is to add an additional 1 ½ hours a week of core instruction by integrating more cross-curricular instruction (Science and Social Studies) into the Art and Computer elective classes. Assuring that these teachers are certified in these core academic areas is essential. Moving towards uninterrupted learning blocks for language arts and math is also a priority to maximize student learning.

During the instructional day, non-core classroom activity periods will also reflect an increased learning time by providing additional supplemental instruction using adaptive technology for language arts and math, for students who need the additional academic support. The rationale for redesigning the schedule and moving towards learning blocks is to provide uninterrupted and protected teaching time so that targeted interventions and instruction using researched- based methods and strategies can take place to increase student achievement.

Indicator 8B:

The district's plan for increased time for enrichment activities will involve redesigning the current schedule to include providing more field trip opportunities (including virtual field trips for all students), and providing additional extended week and extended year enrichment activities, such as but not limited to summer school, after-school tutoring or Super Saturdays. A minimum of two virtual field trips for each grade level, grades 2-5 will be planned and occur during the school day.

The rationale for providing more field trips and VFT's is to offer authentic inquiry-based learning experiences to low income students who might not otherwise get these opportunities. These experiences will enhance student achievement by helping to improve academic vocabulary and giving students the opportunity to make meaningful connections with topics and concepts contained in the core curriculum.

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During the second semester, the master schedule will be extended by administration and/or the Priority Team of Atkins Elementary, with the collaboration and agreement of the BEA, based on data analysis to include, additional interventions and/or enrichment available through opportunities such as, but not limited to after-school tutoring, summer school and Super Saturdays.

The "Super Saturday" enrichment program will enhance student learning by helping them to foster an interest in lifelong learning, and engage them in authentic inquiries into major concepts and ideas through critical, creative and problem-based learning and thinking. These supplemental Saturdays would occur once a month. The emphasis would be as follows; year one: reading/writing, year two: math/writing, year three: science and social studies.

Indicator 8C:

The district's plan for increasing time for professional development will happen through a flexible schedule that redesigns the current master schedule recommended by administration and/or the Priority Team of Atkins Elementary with the collaboration and agreement of the BEA. PLC's will be operational and they will be driven by student data and tailored to grade level needs, following a specific protocol and designated instructional learning cycles. The PLC schedule will include 90 minutes a week for collaboration. Another flexible schedule option may also be reviewed during the implementation of the Transformation Redesign Plan to include a quarterly early release day for students to provide teachers an opportunity to work collaboratively in a PLC for three hours.

With the collaborative support of the district Professional Learning Coordinator, and the academic coordinators, instructional staff will continue to receive on-going support with continuous feedback throughout the school year.

The rationale is to continually improve instruction and give teachers effective strategies for teaching the core content in order to increase student engagement and achievement. On district P.D. days and throughout the year, Atkins will have the autonomy to plan professional development relevant to its instructional program/priority plan.

Requirement #9: Provide ongoing mechanisms for engagement of families and community.

Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.

Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.

Indicator 9A: Family Engagement

The Atkins Priority Team explored a variety of strategies and focused on structuring the effective engagement of parents through a

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multifaceted approach designed to enhance and build capacity within the reform effort. The Atkin's reform efforts will enable ongoing strategies designed to actively engage families. All parents and teachers are invited to attend monthly Parent Advisory Committee (PAC) meetings, facilitated by Title I staff. PAC meetings are held primarily to inform and provide families opportunities for input into the planning and design of Title I programs and all instructional programs offered at Atkins Elementary as outlined in the Transformation Redesign Plan. PAC meetings are structured for both families and teachers to work collaboratively to promote and enhance family engagement. During the PAC meetings the parents will be updated on the progress of the priority plan. Grade level curriculum information and/or updates may be placed on the agenda for teachers to actively engage and inform the parents of their students.

These meetings, which will address Big Idea #2 - Instructional Support, will involve a variety of activities, but not limited to the following: Developing a Parent Teacher Organization, Family Game Night, Family Accelerated Reader (AR), We Both Read, Daddy and Me, classroom based curriculum focused holiday program productions, classroom volunteers, and Atkins Welcomes 1st Grade Friends and Welcome to Middle School 6th Graders transaction activities. To address Big Idea #3 - Culture and Climate: Atkins will implement the use of student planners to enhance parent and teacher communications and also seek parent input on the design of the Positive Behavior Interventions and Support (PBIS) Plan. Staff will build a sense of partnership and trust with our families through ongoing, culturally respectful communications including classroom and building wide newsletters, the School Messenger system accessing parental emails, texts, and telephones, updates to the school website, and communications through the building marquee. Parent and Teacher Conferences will be held twice a year to share academic achievement and student growth. Parent Perception Surveys will be conducted throughout the year to gain feedback on current practices and obtain suggestions for school improvement.

Indicator 9B: Community Engagement

The Atkins Priority Team believes community engagement is vital to the success of Atkins Elementary. The Priority Team will actively recruit a parent to become a Parent-Community Engagement Liaison to provide a channel of communication between Atkins Elementary and parents and/or community members. This newly appointed liaison along with staff will incorporate multiple strategies to build partnerships and engage community members in the school reform efforts covering six areas of involvement; parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community (Epstein et al., 2009). These partnerships, which will address Big Idea #2 - Instructional Support will include, but not limited to the following: United Financial Credit Union, Bridgeport Public Library, Saginaw Area Reading Council, READ Mentors, and the Bridgeport Gun Club. To address Big Idea #3 - Culture and Climate: Atkins will implement the Superintendent's Dropout Challenge and utilize the following partnerships with athletic organizations, such as Spirit Hockey, Loons Baseball and Sting Football.

The Atkins Priority Team believes a key component to the reform efforts is reaching out to the community to co-labor in the education of all students. The goal is for students to learn the importance of community-based learning and opportunities will be provided twice a year for them to actively participate in community service projects.

Reference

Epstein, J. L., Sanders, M. G., Sheldon, S. B., ... Williams, K. J. (2009). School, family, and community partnerships: Your handbook for action (3rd ed.). Thousand Oaks, CA: Corwin Press.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate. Indicator 10A: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvancEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.

Indicator 10A:

A Memo of Understanding between the Bridgeport Spaulding Community Schools, the Bridgeport Education Association and the Superintendent of Schools, states that the District and Association are committed to meet requirements placed within the Transformational Plan. This agreement includes operational flexibility in the areas of staffing, calendars, time, and budgeting. See attachment.

The building principal will exercise right of refusal to transfer a staff member to Atkins Elementary, or place a new staff member if they lack the capacity or desire to align with initiatives and programming of the school. This authority will be enforced throughout the duration of the plan. Current State legislation regarding teacher evaluation and removal of staff will be followed, including removing teachers evaluated as "ineffective" within the building. Student data will be a significant portion of the evaluation tool and weighted as legislated.

Atkins administration and leadership team will be involved with the process of interviewing for any open positions within the building. Placement decisions will be based upon potential candidate's credentials, abilities, written abilities, and reference checks. Recommendations for hiring will come from the Atkins team. Administration and/or the Priority Team of Atkins Elementary, with the collaboration and agreement of the BEA, will be allowed as needed to adjust their school calendar to support the instructional programming.

Atkins will have the ability to schedule their professional development days. The building will set a professional development schedule, which may or may not include district professional development days, based on building needs, this plan and the building data.

Atkins Elementary will begin work on improving the culture and climate of the school during the second semester of the 2014-2015 school year, using the CHAMPS Class-wide Positive Behavior Support system. Full implementation is expected during 2015- 2016 school year. A Positive Behavior Interventionist will be hired to assist and guide the staff in developing a positive behavior plan for the building. This will include a Title I supported summer workshop to help Atkins staff learn researched-based strategies to improve student behavior, structure all school settings for success and enhance student motivation and academic success.

The Atkins Elementary School Improvement Team will have autonomy in determining the Title I budget and use of its funds (subject to federal regulations), to support the Transformational Plan, in accordance with student needs and the building Comprehensive Needs

Assessment.

Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.

Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.

Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.

Indicator 11A:

Bridgeport Spaulding Community School District, inclusive of the Board of Education, Superintendent of Schools, Administrative Cabinet and staff will support all efforts put forth from this Transformation Redesign Plan in support of Atkins Elementary School's unique needs. Atkins Elementary will seek the support of multiple entities to collaborate and receive technical assistance as needed.

Those supports may include, but are not limited to:

Saginaw Intermediate School District (SISD) (Statewide System of Technical Assistance) and Priority School Support Staff, whom includes Janet Kennelly and Tanisha Brooks. Also, Director of Instructional Services, Rebekah Hornak. Their support for Atkins Elementary includes: participation in the Statewide System of Technical Assistance. Monthly meetings with Atkins Priority Team to help them to focus on school improvement goals and Big Ideas, learning how to analyze data and implement school improvement efforts. Other supports are scheduled to be in place, such as School improvement writing efforts (scheduled in January / March / and May annually), instructional coaching from a Mathematics academic coordinator and a Literacy Academic Coordinator and a curriculum review and pacing guide creation in conjunction with the Coordinator of Professional Learning, Regina Silvey and the Director of Instructional Services, Rebekah Hornak. The Atkins staff will also receive assistance with implementing Instructional Learning Cycles (ILC) and support with the initiatives adopted from SISD. Title funding has also been approved for professional development and instructional coaching from the Institute of Excellence in Education (IEE) to provide mathematics teachers individualized needs for instructional strategies and training for the Focused Instructional Model (FIM) targeting eight critical Michigan Standards.

Indicator 11B:

The superintendent has assigned Carol Selby, Title I/Turnaround Director as the Central Office Liaison to collaborate and support with Atkins Elementary School's principal, Susan Duran. Administration will be accountable for maintaining a clear understanding of specific technical assistance needs associated with instructional programming, student achievement, Priority Plan implementation and related circumstances. Consistent professional learning and development activities, whether conducted through district-wide PD days or district-wide PLCs will determine data driven instructional decisions. Data dialogues will focus on student data both academically and behaviorally. Following data analysis protocols will enhance our capacity to meet our goals of significant improvement. Additionally, specific professional development initiatives will be supported through Title IIA funding and any additional funds related to Atkins' priority status.